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ABSTRACT

This five-part report describes George Brown College's Multicultural Demonstration Project (MDP), which was developed to: (1) increase awareness of issues of multicultural change among senior managers at the college; (2) assist two departments to implement aspects of the college's Race and Ethnic Relations Policy and the recommendations of the Multicultural Task Force; (3) develop an effective model for multicultural organizational change; and (4) pilot the model in two departments to improve responses to the increasing racial and cultural diversity of the staff and student population. Section I provides an introduction to recent demographic changes in Ontario which have changed a predominantly homogeneous student population to an increasingly diverse one. This section includes information on the MDP, funding, objectives, and the selection of personnel, departments, and projects. Section II describes the diversity workshops that were held for senior managers to orientate them to the project and to help them explore the possibilities for multicultural organizational change within the college. Sections III and IV examine needs assessment and plan implementation within the college's Human Resources Department (HRD) and Academic Skills Development Department (ASDD). Responses to surveys and interviews conducted in the departments are detailed, indicating that the main issues for HRD staff were general climate, departmental communication, personal skills, and organizational commitment, while the ASDD identified as key issues the general departmental climate, students' written and oral communication skills, intercultural issues, race relations, curriculum and evaluation, the Race and Ethnic Relations Policy, and strategies for improving communication, relations, and learning in the classroom. Section V contains a summary of successful outcomes. Appendixes include needs assessment questionnaires, participant profile sheet, and training session objectives and agendas for both departments. (WJT)

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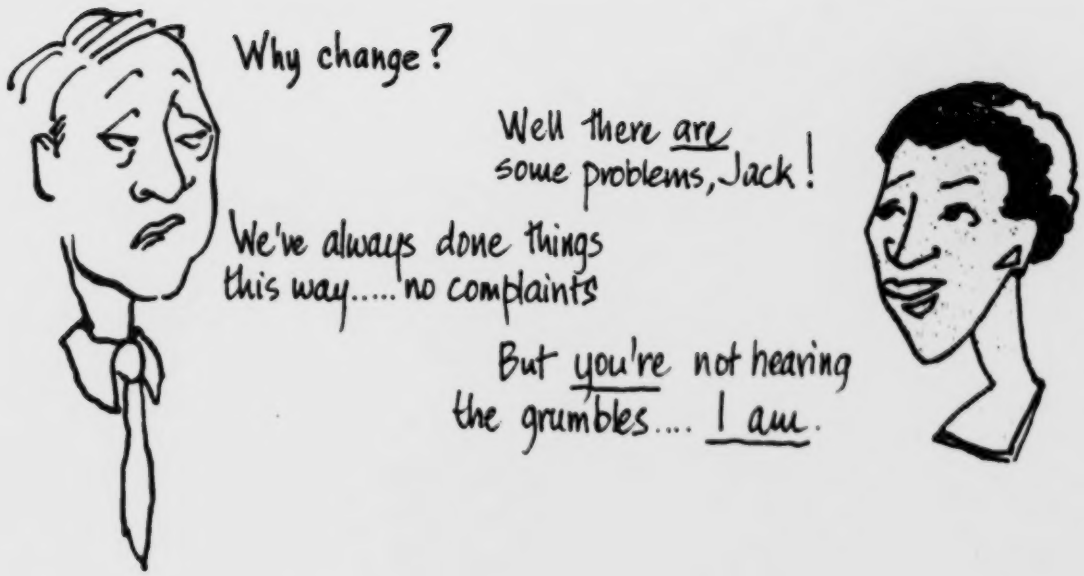
Barb Ward
April, 1990


Why change?
We've always done things this way..... no complaints
Well there are some problems, Jack!
But you're not hearing the grumbles.... I am.

from: Barb Thomas. 1987. Multiculturalism at Work: A Guide to Organizational Change for the YWCA of Metropolitan Toronto.

SECTION I

INTRODUCTION

Since the late 70's demographics have changed drastically within the Province of Ontario. More than 100 cultural groups presently reside and work in the province and immigration patterns show an increase in immigrants coming from Asia, Africa, Latin America, and the Caribbean. This has given rise to a society that is not only multicultural and multilingual but multiracial as well.

These statistics also reflect a changing workforce and a changing student population and have provided the impetus for the implementation of federal multicultural strategies and provincial initiatives in the areas of a new multicultural policy for the province, pay equity and increased accessibility to Adult Basic Education. This increasing diversity has also brought challenges to the education system in two major areas:

(A) Changes from a predominantly homogeneous student body to an increasingly diverse one

(B) An increase in the number of adults accessing the system to equip themselves with the education and skills needed for a changing job market.

1. George Brown College: Multicultural Initiatives

Since 1985 George Brown College has been instrumental in implementing a number of multicultural initiatives in response to its increasingly diverse staff and student population.

Over forty accredited programs or courses have been developed in which a particular company, association or community-based ethno-specific agency has joined with a teaching or a service department of the College to offer a program suitable to the needs of a particular target group. These groups include the Chinese community, Native women, immigrant women, the Francophone community, visible minority women and African newcomers. Some examples of such programs include:

A. Computer-Aided Design and Drafting for Immigrant Women co-sponsored by the Technology Division of the

College and the Immigrant Women's Job Placement Centre.

B. Counselling Skills for Immigrant Settlement Workers, co-sponsored by OCASI (the Ontario Council of Agencies Serving Immigrants) and the Community Services Division

C The Francophone program in the Career Development Department

Another such initiative is the College's Multicultural Workplace Programs (MWP) administered by the Client Services Department of the College. Through this program, the College has provided more than 50 companies in the Metro area with MWP programs. In addition, this department has conducted five "Train the Trainer" programs for MWP co-ordinators and trainers.

Because of the resources and expertise developed through the MWP programs, the Client Services Department has also been able to offer professional development and training, on a limited basis, to College staff, faculty and students. For example, in co-sponsorship with the Affirmative Action Advisory Committee of the College, the Client Services Department has offered a three-day long intercultural/race relations training program to support staff as well as two pilot programs for students in the English Department.

As well, a segment of the College's teacher training program for new faculty on intercultural/race relations training has been included and a similar component has been added to the part-time TESL Certificate Program run by the ESL Department. In addition, the Affirmative Action Advisory Committee and the Multicultural Task Force in co-sponsorship with the Staff Training and Development Department of the College will be offering a 5-day intercultural/race relations program for faculty in 1990.

A key feature in the area of multicultural initiatives undertaken by the College is the community-wide needs assessment conducted by Maureen Hynes of the Community Outreach Department. This needs assessment, which focused on Toronto's diverse racial and cultural communities' perceptions of the College, resulted in the Access to Potential: A Two-Way Street report. This report gave rise to the College's Multicultural Taskforce whose major functions were to implement the report and develop the College's Race and Ethnic Relation Policy. The development of this extensive Policy, which was

approved by the Board of Governors in January 1990, forms the basis of the major internal intervention within the College. The policy commits the College to a set of procedures in such areas as:

- Community Relations
- Staff Development
- Employment
- Curriculum and Extra-Curricular Activities
- Handling Incidents of Expressed Bias and Discrimination
- Entrance Criteria, Assessment and Testing
- Support Services and Counselling
- Contract Compliance
- Data Collection

It was perceived that the College had exhibited definite strengths in responding to community needs in initiating programs for ethno-specific target groups, in Race and Ethnic Relations Policy development, in developing expertise in intercultural/race relations training for private companies, and in organizing a broad base of voluntary, internal commitment to multicultural change through the Multicultural Task Force. At the time when the Multicultural Demonstration Project funding was made available, it was felt that what the College needed was an opportunity to work intensively in a small number of departments to integrate concerns around multiculturalism and race relations into regular College curricula and procedures.

Especially in the light of the Race and Ethnic Relations Policy guidelines, the Multicultural Demonstration Project funded by the Ministry of Colleges and Universities was granted at an opportune time since it provided the opportunity for a systemic approach to operationalizing some of these procedures and practices.

2. Purpose of the Report

The purpose of this process report is to provide readers with a view of the steps involved in the Multicultural Demonstration Project and to provide a model that can be adapted by similar departments within George Brown College as well as other community colleges. The report will:

- Outline the process undertaken in this Demonstration Project

- Include needs assessment tools appropriate for both an operational as well as an academic department in the College

- Provide outlines of training modules undertaken

- Evaluate and make recommendations regarding what worked well and what did not work so well with regard to this model.

3. The Multicultural Demonstration Project

3.1 Funding

George Brown College was one of seven Ontario Community Colleges to receive funding from the Ministry of Colleges and Universities to implement a Multicultural Demonstration Project. George Brown's proposed Demonstration Project focused on the need to ensure that the College's commitment to multicultural change was followed through to the stage of implementation.

3.2 Objectives of the Project

- To increase the awareness of and commitment to issues of multicultural change among senior managers at the College.

- To assist two departments (1 operational and 1 academic) to operationalize and implement aspects of the Race and Ethnic Relations Policy and recommendations of the Multicultural Task Force at George Brown College.

- To develop an effective model for multicultural organizational change within the College and to document this model in a format that can be used by other departments in the College or other Community Colleges.

- To pilot the model for organizational multicultural change by enhancing the ability of 2 departments within the College to respond effectively to the changing needs of the racial and cultural diversity of the staff and student population.

3.3 Process of Demonstration Project

One internal staff person was hired as a half-time co-ordinator to the project; also contracted were two external organizational change

experts to provide consultation for the project, to assist in developing the needs assessment tools and to conduct the necessary training for the departments involved. In addition, a resource committee comprised of the Chairperson of Community Outreach, the Manager of Client Services and the Multicultural Co-ordinator of the Community Outreach Department met frequently with the project co-ordinator and external consultants to provide support, consultation, and advice throughout the entire process. As well, a small project team from each of the departments involved was established to assist in the process of implementing this project.

The overall process of the project included the selection of the two departments, a training session with senior management, the selection of the departmental project teams, needs assessment within the two departments, the delivery of training for the departments, the identification of outcomes from training and the evaluation stage.

3.4 Selection of Departments

The co-ordinator of the project scheduled interviews with the Managers and/or Directors of all the operational departments in the College and the chairs of the academic departments to orientate them to the project and discuss with them the possibility of their department's participation in the project. In addition, a letter explaining the objective of the proposed meeting and a brief description of the Demonstration Project were sent to all Directors and Chairs and a copy of the covering letter was forwarded to the Deans of the various departments as well (see Appendix A).

In general, many departments were quite enthusiastic about undertaking the project, but the Human Resources Department was selected as the Operational Department to be involved because of its pivotal role to all other departments in the College and especially because all major College policies originate there. In terms of the academic department, preference was given to the Academic Skills Development Department because a high percentage (approximately 70%) of its student population are from countries other than Canada and speak English as a second language.

3.5 Selection of Departmental Project Teams

Once the departments were selected, the co-ordinator and consultants were invited to staff meetings in both departments in

order to brief staff in the departments about the project and to choose the project teams to work on the project. Five employees volunteered to be on the project team in the Human Resources Department. Amongst these was one manager, two support staff members and two employees from the Staff Training and Development office. The project team for the Academic Skills Development Department was chosen by the Chairperson of the Department.

3.6 Role of Departmental Project Teams

The decision to involve members from each department to assist in the implementation of the project was based on the following:

- That members of the project team would be involved in a participatory and consultative process throughout the project and provide feedback on all phases.

- That they would liaise with other members in the department to keep them informed of the progress of the project.

- That once the project was completed, members of the project team would be able to continue the process and assist the department in its implementation of agreed upon changes.

SECTION II

TRAINING FOR SENIOR MANAGERS

1. "Managing Diversity" Workshop for Senior Managers

The second phase of the project was to provide a one-day training session for all senior managers in the College. (See Appendix B for Rationale, Goals and Objectives). This one day workshop was held at a downtown hotel and facilitated by the two consultants hired. This training for the President, the Vice-Presidents, the Deans and Directors of the College was a crucial component of the Multicultural Demonstration Project since a major part of any organizational change intervention is the commitment of senior management to the process.

Among other things, this workshop provided senior management with an opportunity to explore the impact of diversity on the College and the implications for multicultural organizational change within the College. As well, it was an opportunity to orientate them to the Multicultural Demonstration Project and to demonstrate their commitment. It was particularly important for the participating departments to recognize and realize the support of senior management to the issues of multiculturalism and race relations.

2. Evaluation of the "Managing Diversity" Workshop for Senior Managers

This workshop, attended by the President of the College, Doug Light, as well as the two Vice-Presidents, Deans and Directors, was generally well received. Participants noted that:

"It was a real eye-opener in terms of the impact on demography caused by changing immigration patterns."

"There is a need for Canadian society to adapt to changes caused by new immigration trends."

"It was useful to see what is being done in the area of multicultural change both in the public and private sectors."

"This has been a tremendous preparatory exercise for senior administration to consider the College's Race and Ethnic Relations Policy and the operational questions related to it."

"I realized that to invite immigrants to Canada and not provide them with the opportunities provided to other Canadians is to create a sort of apartheid."

And in fact, one Dean summed it up by noting that George Brown College is indeed committed to the concept of multiculturalism and that this commitment was reflected in the fact that the President and Vice Presidents were present for the entire session.

from: Barb Thomas. 1987. Multiculturalism at Work: A Guide to Organizational Change for the YWCA of Metropolitan Toronto.

SECTION III

THE HUMAN RESOURCES DEPARTMENT

1. Assessing the Needs of Human Resources Department:

The first step in implementing the project in the Human Resources Department was to conduct a departmental needs assessment. The purpose of the needs assessment was to identify the training needs of staff in the department, as well as to provide participants with further understanding of the purpose and process of the Demonstration Project.

1.1 The Needs Assessment Tools

A needs assessment questionnaire was developed by the consultants and the co-ordinator and first given to the resource committee for feedback and suggestions. The questionnaire was then presented to the project team in the Human Resources Department to elicit their feedback and comments.

The questions were designed to elicit some of the following information:

1. A profile of the department, its mandate, structure and function within the College

2. The nature of the specific duties of each staff member and their relationship to other departments in the College

3. The level of awareness, knowledge and skills already possessed by staff in the department about multicultural/race relations issues

4. The perceptions and concerns that staff have with regard to the Race and Ethnic Relations Policy, the Employment Equity Plan and the implementation of these policies

5. The organizational barriers which may impact on the implementation of the policies

6. The feelings and/or concerns that staff may have regarding the training program

(See Appendix C for questionnaire)

1.2 Needs Assessment Methodology

The needs assessment was conducted through a process of personal interviews with all staff members in the department. One member of the department's project team arranged an interview schedule for the co-ordinator and the questionnaire was given to staff before hand so as to provide them with some idea of the information needed and to expedite the interview process. (See Appendix C for interview questionnaire).

Each interview lasted from about forty-five minutes to an hour. Each interviewee was assured confidentiality and anonymity at the beginning of every interview and was also given the assurance that she/he did not have to answer questions that he/she was not comfortable with.

1.3 Summary of the Needs Assessment Findings

Most of the employees felt that the role of the Human Resources Department was to provide a pro-active function in the following areas:

a. Employee relations, i.e., to mediate between management and employee.

b. Labour relations.

c. Benefits administration.

d. Recruiting and hiring.

e. Staff training and development.

Each person provided details of their job responsibilities and lines of communication both in the department and in the College as a whole. Some employees felt that their jobs "went beyond mere paper work to having to deal with other people's lives." They felt it was

necessary to be sensitive and to be aware of the special needs of people from different cultures.

The main issues in the department identified by the needs assessment included the general climate of the College, departmental communication issues, policy, personal skills and organizational commitment. A discussion of each of these issues follows.

1. General Climate

Respondents felt that the overall climate of the College was poor because of budget constraints and job insecurity. There was a perception that employees throughout the College felt underpaid and unrewarded, as is evidenced by the increasing number of grievances filed based on job re-classifications. Most people felt that the present climate in the College would present a significant barrier to the successful implementation of multicultural initiatives.

Some participants felt that the presence of a multicultural workforce was a positive asset and reiterated the need for awareness training to understand other cultures. Others felt that it was the responsibility of target group members to adjust to the operations of the College. However, for the most part, few participants had any knowledge of the impact of cultural and racial diversity on their job and workplace.

2. Departmental Communication Issues

There were some differences in the perception of the climate in the Human Resources Department in that while managers felt that it was positive and open, and that communication was good from the top down, some of the staff felt that communication could be improved. There was also some element of frustration for some people because of the lack of job training and the high level of stress resulting from the high profile of the department and the constant scrutiny to which it is subjected by the rest of the College. As one interviewee explained, "people expect us to be perfect."

3. Policy

Judging from the concerns and responses of the interviewees, there was a wide range of issues that would need to be addressed within the training process. There was very little understanding of the Race and Ethnic Relations Policy and the concept of employment equity

especially as they relate to the department. There was some confusion about the reasons for developing such policies, since people noted that "we already have a multicultural mix of staff and students, so why is there a need for a policy? Are we looking for problems where none exist?"

There was also need for clarification on the stand that the department has with regard to these policies. In addition, there was a need for training around the implementation strategies needed to move from policy to procedure.

Reactions to the implementation of the Race and Ethnic Relations Policy and employment equity were varied. Some respondents felt that implementation of these policies would ensure that fair practices continue. Some expressed concern that the policies would indeed be implementable. Others felt that the policy "would favour minority groups, mitigate against the merit principle and thus standards would suffer." Concerns were raised about the issues of seniority, the union's mandate and preferential treatment. In addition, Human Resources Department staff anticipated that these policies might result in more grievances and allegations of discrimination.

Communication issues were of particular concern. Many respondents cited applicants' poor language skills and foreign credentials as being the most significant barriers in the hiring process. Besides being a barrier to employment, the poor language skills of employees already working in the College caused some concern for the people administering benefits because of the difficulty in explaining to employees what their benefits are. Some people felt there was great need for such employees to be given basic literacy skills, and that employee information be presented in plain English.

4. Personal Skills

Human Resources Department respondents felt that, to implement these policies on a personal level, they would have to be "vigilant, aware of their own prejudices, try to keep an open mind and be fair to all." With regard to changes on a professional level, people felt that although they were already doing most of the things required, there would be need for special training around implementation strategies. Most staff, however, felt that they couldn't say what they needed until they had a clear understanding of what the policies even meant.

5. Organizational Commitment

HRD staff felt that there was a need for changes to take place on an organizational level if these policies are to be successfully implemented. They expressed a need for widespread training around multicultural and employment equity policies throughout the College, especially for deans and managers who are the ones making employment requests. They also indicated a need for more career counselling for employees. A mechanism for feedback from the employees was also recommended. In addition, staff suggested a need to improve the overall climate of the College because, unless the climate is more positive, people would be resistant to the policies. The union was also cited as one of the organizations that needs to make some changes, since "we are inhibited by classification systems and seniority issues with regard to hiring and promotions."

2. Implementation of the Training Plan

2.1 Identifying Training and other Issues

Most participants felt that training was required in the following areas:

- intercultural/race relations awareness
- the proposed Race and Ethnic Relations Policy
- employment equity
- general communication strategies for all levels of staff

Other, more general training issues identified by HRD staff as potential responsibilities for the department include:

- training all staff in the College around race relations and employment equity policy issues
- assisting faculty to deal with multicultural/multiracial classrooms
- Literacy/English classes for second language speakers e.g. maintenance staff in the College

Within the parameters of the Multicultural Demonstration Project, the following training issues were identified:

Intercultural/race relations awareness and understanding the policies	-	all H.R.D. staff (one day)
Knowledge and skills specific to job functions (e.g., communications skills and interviewing in a multicultural context)	-	HRD managers and support staff (half day)
	-	Professional Development staff (half day)
Strategies for policy implementation, prioritization of policy issues and strategic planning for implementation	-	Managers and members of the project team (half day)

In addition, information regarding resources in the area of multicultural/race relations issues and employment equity were to be provided.

2.2 Training Design and Organization

The training was divided into four modules:

1. Assessing the external environment.

2. Assessing the internal environment.

3. Identifying the multicultural change process.

4. Identifying skills specific to departmental functions.

(See Appendix D for learning objectives and workshop agendas for each of these four modules.)

Where should we start Culture or racism...?
Let's start with something positive... racism will turn people off
racism sure turns me off
We have to change attitudes!
You can't change attitudes.
Well behavior then.... that's the main thing
You'll just be preaching to the converted
Unless we make it mandatory!
We need to clarify what training should do.... and what it can't do. Let's take it step by step.

from: Barb Thomas. 1987. Multiculturalism at Work: A Guide to Organizational Change for the YWCA of Metropolitan Toronto.

1. Assessing the external environment

In this module, participants were presented with an overview of the significant changes/trends in immigration policies and their impact on the demographic, socio-economic and cultural structures of Canadian society. In addition, they identified the major groups that make up the multicultural/multiracial community and defined such terms as race and culture, prejudice and discrimination (individual, institutional and systemic discrimination), assimilation and multiculturalism.

2. Assessing the internal environment

This module provided participants with an opportunity to explore the major issues for the Human Resources Department in terms of managing diversity and to address such fundamental questions as change, the reason for change and what they are trying to change in the organization. Participants were also able to analyze such statements as "it's reverse discrimination", "our standards will be lowered" and attempt to dismantle some of these myths. As well, they were able to explore some of the benefits of managing diversity and to consider some of the risks that are involved when an organization undertakes a multicultural/organizational change initiative.

3. Identifying the multicultural change process

This module was designed to assist participants to identify the key steps and components of multicultural change in an organization; and to explore different approaches to implementing multicultural and employment equity policies. Participants were also able to identify both the barriers and positive forces which influence the implementation of multicultural policies and to examine some methods of responding to resistance of the process as well as mobilizing support.

4. Identifying skills specific to departmental functions

The major focus of this module was to identify and explore the various functions in the Human Resources Department and the skills that would be needed to perform these within the framework of the multicultural and employment equity policies. Participants were also

to examine such areas as recruitment, screening, interviewing and hiring practices with a view to developing strategies for removing the barriers that some cultural/racial groups encounter when seeking employment.

2.3 Evaluation of Training Sessions

In general, most participants felt that the sessions were helpful in increasing their awareness of other cultural groups. They noted that:

"It raised consciousness of discriminatory practices to avoid and on strategies to eliminate barriers"

"It was very informative and has reinforced my beliefs and understanding of other cultures"

"I will be able to meet new Canadians with confidence, awareness and sensitivity to their situation"

Suggestions for improvement on the content of the training included:

- less repetition of information
- faster pace; some sessions could have been shortened
- more practically oriented sessions relevant to the specific procedures of the Human Resources Department
- more case studies and videos that deal with situations common to a Human Resources Department.

In addition, participants felt that there was a need for advanced training for skills development in the area of assisting employees from other cultures to adapt to the workplace.

2.4 Reflections

Some of the major factors that impacted on the outcome of this project include time constraints, the organizational structure of the department, the faculty strike, the organizational structure of the training sessions, and the Race and Ethnic Relations Policy.

Time Constraints

Successful implementation of the model would require a great deal of time so that each stage of the process would be completed satisfactorily. For example, there was not enough time:

- To build the necessary commitment within the department for the project
- To work with the project team to obtain their input at every phase and so provide them with opportunity for free ownership of the project
- To provide the training that was necessary to meet all the identified needs in the department and to deal adequately with the impact of multicultural/multiracial environment on a wide range of Human Resources Department procedures such as recruitment, interviewing, selection, performance evaluation and workforce audits.

Organizational Structure of the Department and of the Training Sessions

Some trainers in the field of multicultural/race relations training suggest that especially within a hierarchical structure it is important to separate management from support staff to allow staff to fully and freely discuss their views on these subjects. However, because the department was so small (fifteen employees) it was not feasible to arrange separate training sessions for management and support staff. This created some difficulty in meeting the various needs of all participants at any one session.

Moreover, sessions were broken up into half-days for three consecutive weeks. As a result of this, it was difficult to maintain continuity and to deal in-depth with the various issues at hand.

The Faculty Strike

Despite the fact that the training was taking place in an operational department, the faculty strike that occurred in October affected the number of people who attended the training since two employees in the Staff Training and Development section of the department were in the bargaining unit which was on strike.

The Race and Ethnic Relations Policy

A major focus of the Demonstration Project was to assist the department in developing strategies for operationalizing some of the recommendations of the College's Race and Ethnic Relations Policy. However, at the point that the training was taking place, the Policy had not yet been approved by the Board of Governors. Consequently, it was difficult for people to see the relevance of the training to their job without clear institutional directives in place. It was therefore very optimistic to hope that an action plan with strategies for implementation would be the outcome of the training.

SECTION IV

THE ACADEMIC SKILLS DEVELOPMENT DEPARTMENT

1 Assessing the Needs of the Academic Skills Development Department:

The Academic Skills Development Department, which provides upgrading in English, Mathematics, and Science, has seen a tremendous change in its student population over the last 5 years. The proportion of second language speakers among the students is now approximately 80%. This demographic change motivated the staff and Chair to participate in the Multicultural Demonstration Project.

Following a commitment by the Chair, a needs assessment was conducted with all levels of staff in the Academic Skills Development Department. The purpose of the needs assessment was to elicit information from faculty, counsellors, support staff and students around issues and concerns about multiculturalism, race relations, curriculum and communication. This information was then used to identify staff training needs in the department.

1.1 The Needs Assessment Tools

A specific needs assessment questionnaire was developed for each of the four groups consulted in the assessment. These questionnaires were developed by the consultants and the co-ordinator and first given to the resource committee for feedback and comments, then to the departmental project team for their feedback and comments.

The questions were designed to elicit some of the following information:

1. A profile of the department, its mandate, structure and function within the College

2. The nature of the specific duties of each staff member in the department

3. The general climate in the department

4. Challenges with regard to written and oral communication with students

5. The level of awareness, knowledge and skills staff already had about multicultural/race relations issues

6. The extent to which the present curriculum, methods of testing and evaluation were appropriate for the student population

7. Strategies for improving communications, relations and learning in the classroom

8. Knowledge of the College's Race and Ethnic Relations Policy

(See Appendix E for examples of questionnaires)

1.2 Needs Assessment Methodology

A combination of personal interviews and focus groups was used to conduct the assessment. It was originally intended that personal interviews would be conducted with at least seven teachers, fifteen students, three counsellors and focus groups with as many staff and students as possible. However, the time constraints resulting from the faculty strike necessitated changes to this plan. Personal interviews were limited to six students, three faculty members and one counsellor. The remainder of the interviews were conducted as focus groups.

In total, 31 college employees participated in the assessment: eighteen out of twenty-three full time teachers, five sessional teachers, two out of three counsellors and six out of seven support staff. In addition, focus groups were conducted with seven classes, ranging from fifteen to thirty-two students each. An effort was made to consult with students from levels one to four in the Mathematics, Science and English classes.

Faculty, counsellors and support staff were given a copy of the needs assessment questionnaire beforehand so as to prepare them for the discussion. At the beginning of every consultation, respondents were told the purpose of the assessment and assured of confidentiality and anonymity.

Besides the consultation process of the needs assessment, staff were also asked to complete a Participant Information Sheet (See Appendix F). The purpose of this further assessment was to identify the methods of delivery for training that they would prefer so that the training program design could be further tailored to their needs.

Students' Consultations

Arrangements for student focus groups were first made with the instructors. They introduced the interviewer at the beginning of the session and left the classroom so that students would not be inhibited from participating in the assessment.

Like all other participants in the assessment, students were given an explanation of the project and the purpose for which information was being elicited. They were also assured of confidentiality and anonymity and specifically instructed not to name or in any way identify teachers or staff in their discussion.

The first five minutes were spent explaining the project to the students after which they were given a list of questions and asked to break into groups for about thirty minutes to discuss them (see Appendix E). The last twenty minutes were spent discussing the questions as a large group. Students were asked to make notes on the questionnaires if they wanted and these were collected at the end of the session.

The focus of the questions was in the following areas:

- subjects being taken
- students' plans after completion of course
- experiences around multicultural/race relations issues in the College
- communication difficulties
- strategies for improving communication, interpersonal relations and learning in the classroom.

1.3 Summary of the Needs Assessment Findings

The needs assessment disclosed information about job responsibilities, the general climate of the department, the students' written and oral communication skills, intercultural issues, race relations issues, curriculum, evaluation and suggested strategies for change.

Each staff member provided details of his/her job responsibilities in the department.

Faculty: taught mainly English, Mathematics and Science. A large percentage of teachers used the Independent Learning System (ILS) only, while others combined this with other teaching modes such as lecture and blackboard formats.

Counsellors: were responsible for providing vocational counselling and a very limited amount of personal counselling to the students. If however, personal counselling was perceived as a need, counsellors provided the students with the necessary referrals to community agencies.

Support Staff: performed a number of different duties. These ranged from interviewing students for intake into the program, setting up tests, assigning students to classes to general clerical duties.

1. General Climate in the Department

Most respondents felt that the department was open to change if it was "sensible". However others felt that there was a lot of tension around change and that because of this resistance "we are still using outmoded systems that have not kept up with the changes in student population."

2. Students' Written and Oral Communication Skills

The major barrier to written and oral communication was the low level of language proficiency of about 95% of the students.

Faculty described this issue as very frustrating both for the students and themselves, since the content in many subject areas was designed for proficient English speakers. Counsellors, too, felt that

poor language skills might be one factor that inhibited many of the students from accessing counselling.

Support staff also expressed a sense of frustration in communicating with students and making themselves understood. They noted that students say, "'yes, I understand,' and then go away and do something else," or "they are unable to understand what is meant when they are told that they are functioning at a certain level." This inability to communicate orally often resulted in situations where students, in their frustration at not being understood, became impatient or loud when communicating with staff. This resulted in certain groups of students being labelled as "rude and aggressive."

The students themselves were well aware of their poor language skills and attributed their difficulties in communicating with their teachers to this factor. They found that teachers talked too quickly or too softly or they were unable to understand the teachers' accents or some of the vocabulary. However, students reported that they preferred to ask other students in the class if they did not understand what was being taught because they were too shy or too embarrassed to let the teacher know when they did not understand.

3. Intercultural Issues

A small number of faculty felt that differences in communication or learning styles were more a function of individual characteristics rather than cultural differences. However, others noted that cultural differences had a significant impact on communication and learning styles. For example, some teachers explained that "students are not used to informality in the classroom, are very shy and often fail to express their needs or say when they do not understand." As well, they noted that, "students seem to have different perceptions of authority and the role of the teacher," and that they "will not challenge or question the teacher, or they will not take the initiative to do something, but wait to be directed by the teacher." Some of the female teachers also observed that "some male students from certain cultures seem to get very upset when given instructions by a female teacher. They either ignore us and ask another male student or teacher for assistance, or they are rude and disruptive in class."

Counsellors observed that language barriers and culture-bound values were some of the factors that seemed to inhibit access to counselling by certain groups. They felt that students from certain

cultures, for example, were least likely to access services either because of poor language skills, or perhaps because they are not used to turning to outside sources for help. On the other hand, Canadian-born students were perceived as "more likely to access services, seek help and disclose to the counsellor." As well, counsellors noted that, for some students, privacy was a real issue. For example, students who are required to complete the Ontario Basic Skills form often feel threatened by the questions. Consequently, they often give incorrect information or misrepresent their qualifications for fear that information may be used against them.

The major cultural differences that support staff reported were with students' intonation, accents and perceptions of time. They noted that "students often turn up at the wrong time or on the wrong day for appointments." Some staff observed that such situations may also be due to a lack of understanding instructions on the part of the students. Another frequent occurrence that support staff described was one in which students often showed up for their first interview with family members. In some instances, this was due to the fact that the student may have felt intimidated, shy or perhaps because of an inability to communicate well in English.

On the whole, students described being in a class with people from other cultures as a very positive experience. Some noted that "it is a little stressful because we all have different ways of looking at things, and different customs but we get a chance to find out about other people."

Students also expressed an appreciation for the flexibility of the programs that are offered, the individualized help they receive and the fact that they could learn at their own pace. However, for some students who are accustomed to a more formalised structure in the classroom, the concept of self-directed learning is difficult. Such students felt that this had a negative impact on their learning, motivation and success or lack thereof in the program.

4. Race Relations Issues

In general, most support staff and faculty reported that there was no evidence of racism in their experience in the College. A few faculty described some rare instances of inter-racial conflict in the classroom. One teacher suggested that allegations of racism may sometimes be used as "a ploy for covering up students' own

shortcomings." In some instances, there have been allegations of racism because of students' misinterpretation of the teacher's behaviour. For example, in one instance a teacher was accused of discrimination because he refused to show the student his test paper while in fact the teacher was only adhering to department policy with regard to security measures of testing procedures. Because students take the test at different times and according to their own pace, their tests are not returned to them although they are given their marks and told about the areas where improvement is needed.

Counsellors reported that on the very rare occasion where a student may have felt discriminated against, it was generally a case of miscommunication between teacher and student. In some instances, Black students were reported as "trying to use a Black counsellor to support them in their allegations against the teacher."

On the other hand, students had a very different perception of race relations in the College. Many reported being called by racial and ethnic names by other students especially in the cafeteria. As well, there was also a perception that both students and college employees made fun of their names and accents by deliberately mispronouncing them or making fun of them, or making statements like "refugees should all be sent back home."

5. Curriculum and Evaluation

All respondents agreed that the level of vocabulary in the curriculum was too complex for the majority of the students. However, opinions differed as to whether it should be adjusted to accommodate the students. While some teachers felt that "adaptations in the curriculum would lower standards," others described it as being "outdated and lacking in local examples that are relevant to the students' experience." Teachers of both Mathematics and Science described the level of English as too sophisticated and directed mainly to North American students, for example using the concept of "baseball" as part of a Math question.

Some English teachers noted that the English program was "too passive, with too much emphasis on grammar but none on writing and oral work." As a result, students who learned by rote were able to pass the English test without showing any real improvement in their English skills.

Students described the texts used in their classes as being outdated and difficult to understand. Some observed that they were abstract and irrelevant to their life experiences or career goals. In addition, they felt that the text was not often related to the tests they were required to do.

Tests were also cited by some teachers as being difficult, complex and culturally biased. They noted that some vocabulary items such as "derelict," "hedges," "perfunctory" and "quaff" may be difficult for native English speakers and far more so, if not impossible, for second language speakers. Moreover, besides being complex and difficult, such words have little relevance to the students' frame of reference.

Besides the complexity of the tests, students complained that the entire experience of writing tests in the test centre was "stressful and gruelling." Placement and ongoing testing are seen as a necessary part of a preparatory program, and department staff acknowledged that students experience anxiety as a natural response to this. Students reiterated that the process of testing is a stressful one, but also indicated that the combination of irrelevancy and stress had a negative impact on their success and self-esteem.

In general, a large percentage of all respondents agreed that tests and curriculum needed to be revised if the department continues to deal with a majority of second language students.

6. The Race and Ethnic Relations Policy

At the point in time when the needs assessment was conducted, only two people in the department knew what the College's Race and Ethnic Relations Policy meant or had any idea as to how it might impact on their jobs. This lack of awareness indicated a need for training in the Race and Ethnic Relations Policy.

7. Strategies for Improving Communication, Relations and Learning in the Classroom.

Some teachers suggested that a choice of ILS or regular class format should be provided for each level in the program. This would accommodate the needs of both students and teachers who prefer one mode to the other.

As well, students indicated that College employees needed to become more skilled at recognizing and acknowledging racial tension, and in being able to handle this tension.

Among the specific suggestions that students offered for improving learning in the classroom are: more group work, blackboard teaching and oral components to the English program particularly. As well, they expressed a desire for the teacher to "go beyond the text," perhaps employing the use of the newspapers and discussions on other relevant occurrences in society.

Another suggestion was that teachers needed to develop specific classroom activities that would enable them to "find out a little about us, have us introduce ourselves and talk a little about where we come from, so that other students in the class would also get to know us better." Students felt that this was an important step to enhancing relations in the classroom since it not only reflected respect on the teacher's part for the student, but it also provided a forum for students to form a supportive network for helping one another.

2. Implementation of the Training Plan

2.1 Identifying Training and other Issues

The following training issues were identified by participants in the needs assessment:

- modes of education to which students are accustomed in their own countries

- the effect of cultural values on expectations, assumptions and classroom organization from both the teacher's as well as the student's point of view e.g. "levels of formality," issues of privacy in counselling situations.

- the impact of culture on the teaching/learning process e.g. "student/teacher roles."

- strategies for communicating with second language speakers

- legislation around human rights and race relations issues

- strategies for detecting bias in the curriculum and for developing equitable assessment/evaluation procedures for minority students

Other more general issues identified by staff as potential responsibilities for the department include:

- providing skills training for faculty in teaching English as a Second Language students

- including an oral component into the current English curriculum

- providing an alternative model of teaching to the Independent Learning System for each level in the department

Besides the training issues that were identified in the needs assessment, through the participant profile sheet staff also provided information on the methodologies they would prefer to be used for the training. They expressed a strong preference for a hands-on, experiential approach using the following:

- Presentation by facilitators
- A combination of lecture and experiential activities
- AV., videos and movies
- Group discussions
- Case Studies

Within the parameters of the Multicultural Demonstration Project, and the time allotted to the training, the following issues were identified:

Intercultural/race relations awareness and understanding of policies related to multiculturalism and race relations	- All Academic Skills Development Department Staff (one day)
Knowledge and skills needed for teaching students with diverse learning styles	- All faculty and counsellors (half-day)

Strategies for detecting bias in the curriculum and for improving evaluation/assessment techniques	- All faculty and counsellors (half-day)
Strategies for dealing with intercultural miscommunication, handling racial incidents and communicating with second language speakers	- All support staff (half-day)

2.2 Training Design and Organization

The training was divided into four modules:

1. Identifying the significant changes in demographics, socio-economic and cultural patterns of Canadian society and their impact on the educational system

2. Identifying new teaching strategies to more effectively meet the needs of students with diverse learning styles

3. Identifying new approaches to curriculum development and assessment

4a. Identifying intercultural miscommunication, racial incidents and developing strategies for handling them effectively

4b. Developing strategies for communicating more effectively with second language speakers

(See Appendix G for learning objectives and workshop agendas for each of these four modules).

1. Identifying the significant changes in demographics, socio-economic and cultural patterns of Canadian society and their impact on the educational system

In this module, participants examined the significant trends/changes in immigration policies and their impact on the demographic, socio-economic and cultural structures of Canadian society. As well, they identified the major groups that comprise our multicultural/ multiracial community and defined terminology such as race/culture,

prejudice/discrimination, assimilation/multiculturalism. Following this, participants examined the norms and values of the Canadian educational system and their impact on students with different values and norms especially with regard to teaching and learning.

In the final part of module one, participants examined the issues that influence the development of policy in educational institutions and the specific guidelines contained in George Brown's Race and Ethnic Relations Policy.

2. Identifying new teaching strategies to more effectively meet the needs of students with diverse learning styles

This module provided participants with an opportunity to identify some of the cultural barriers to effective communication and interaction between teachers and students. In addition, participants examined strategies for enhancing the learning environment within the classroom.

3. Identifying new approaches to curriculum development and assessment

The major focus of this module was to identify bias in curriculum materials and the impact of this on students. In addition, participants examined the present testing procedures and the impact of these on some minority students. As well, participants brainstormed new methods and strategies for making the curriculum more inclusive and testing procedures more equitable for all students.

4a. Identifying intercultural miscommunication, racial incidents and developing strategies for handling them effectively

This module provided participants with an opportunity to identify the causes of miscommunication and to develop strategies for preventing or dealing with miscommunication when it occurs. In addition, through the use of critical incidents participants analyzed the effects of racism on the victims and explored ways of handling racial incidents when they occur.

4b. Developing strategies for communicating more effectively with second language speakers

In the second part of module four, participants examined various strategies for communicating with second language speakers and rated these strategies in terms of their effectiveness and drawbacks.

2.3 Evaluation of Training Sessions

The majority of faculty and counsellors who attended the training felt that it was helpful, enjoyable and valuable especially with regard to dealing with their students. The following quotations reflect the learnings that some participants expressed as a result of the training:

"I now have heightened awareness of the difficulties students from different cultures face in coming to George Brown College."

"I think that this workshop allowed me to reflect on my views on racism. It made me think about making an effort to consider students as individuals."

"I think that it will make me a more sensitive and informed person."

"I realise now that I need to have more patience and understanding in dealing with my students."

"The sessions made me realise that we need to revise our curriculum and reinstate orientation sessions for students."

Suggestions for improvement on the content of the training included:

- Less information on demographics
- Change lecture format, especially on the first day, to more group work and mediated discussions.
- Include content about Native people in the training
- Go beyond identifying bias in the curriculum and include strategies for augmenting or deleting materials
- Emphasise some of the positive aspects of multiculturalism rather than only the problems

- Include concrete material and specific teaching strategies, and provide suggestions which could be adapted to the situations in the Academic Skills Development Department

- Include speakers from cultures/races other than the dominant one to conduct the sessions

- Make this a two day program instead of half-days. This would create less disruption to classes and more learning for participants.

Support staff noted that as a result of the training:

"I learned strategies that would help in communicating with ESL students."

"I now have a better understanding why stereotyping and prejudice are so pervasive in our society."

"I feel better equipped to deal with racial incidents should they occur."

"It helped me to realise that there is more that can be done to prevent discrimination not only inside the College but outside of it too."

"I now have a better understanding of cross cultural relationships in the workplace."

Suggestions for improvement noted by support staff include:

- Extend the program to a whole day instead of only one half day

- Include more group activities and more time for discussion

- Program should not be a one-shot deal; it needs to be continued on an on-going basis

- If session is only a half-day, omit the ESL component of the training

Well, the multicultural training's done.....what's our next issue?

Hang on, some real concerns about programs and services came up in that training.

from: Barb Thomas. 1987. Multiculturalism at Work: A Guide to Organizational Change for the YWCA of Metropolitan Toronto.

2.4 Identifying Further Needs

An important aspect of this Demonstration Project was the expectation that the participating departments would identify specific needs and issues to be dealt with as follow-up activities. As an outcome of the training, the following needs were identified by faculty in the Academic Skills Development Department:

1. Putting orientation sessions in place for new students;

2. Development of a conversation/oral component in order to structure interaction into the curriculum;

3. Teaching strategies for bringing the students' world into the classroom in concrete ways;

4. Revision of English tests

5. Review of English curriculum.

2.5 Reflections

Three factors significantly impacted on the outcome of the project in the Academic Skills Development Department. These included the faculty strike, time constraints and the organizational structure of the training sessions.

The Faculty Strike

The project suffered a major setback as a result of the faculty strike in October 1989. The low morale among both faculty and students resulting from the strike made it extremely difficult to generate the enthusiasm and interest that staff in the department had shown at the beginning of the project. Priorities were geared towards making up the time lost during the strike. Therefore, it was difficult to justify the cancellation of classes to implement the necessary training to meet the needs that were identified.

Time Constraints

Time was a crucial variable especially with this department. Being an academic department meant that not a lot could have been done during the summer since most faculty were away. It was then

necessary to allow staff a chance to get settled on their return after the summer vacation before beginning the project. Unfortunately, before this could happen the faculty strike occurred and this caused a further delay because staff needed at least three weeks after the strike to re-organise. These delays resulted in major adaptations to various phases of the project. For example:

- the needs assessment was conducted mainly through focus groups rather than personal interviews.

- there was only enough time to have one meeting with the project team for consultation and feedback and this was for the needs assessment questionnaires. There was no time to get input on the content and design of the proposed training.

- there was not enough time to provide the training that was necessary to meet the needs that were identified in the needs assessment.

Organizational Structure of the Training Sessions

In an effort to create as little disruption to classes as possible, training sessions were scheduled for one whole day for all staff in the department, two subsequent half-days for faculty and counsellors and one half-day for support staff. Not only was this not enough time to cover all the issues identified in the assessment but even the topics that were covered could only be dealt with at a very superficial level. As well, half day sessions did not provide the necessary time and climate to facilitate the process moving from awareness and knowledge to skills building.

Recommendations

- Training needs to be practically oriented and focused on the specific needs and functions of the departments.

- Sessions need to be a minimum of six hours over three consecutive days to maintain continuity, provide the time for more in-depth work and to establish good rapport with the facilitators.

- There needs to be a follow-up session with participants to evaluate the learnings from the training and assist with any new issues they may have developed.

- There needs to be enough time given in training to sensitization and awareness, with a plan for follow-up activities. These may include training with regard to policy implications, and specific skills for implementation as part of the prioritized, agreed-upon goals of the departments.

- Training needs to be provided on an on-going basis with more specific modules related to the functions of the particular department.

- There needs to be an on-going process of consultation with staff in the departments to ensure that training and outcomes meet the needs of the participants.

- In order to successfully accomplish all the anticipated outcomes for a project of this magnitude, a minimum of 2 years is required.

Come on, this is not new, it's been documented to death. Let's get on with it!

from: Barb Thomas. 1987. Multicultural at Work: A Guide to Organizational Change for the YWCA of Metropolitan Toronto.

SECTION V

SUMMARY

In spite of the many challenges encountered in the Multicultural Demonstration Project, there were a number of successful outcomes that must be noted. These include:

- a good working model, including specific tools, such as questionnaires and training plans, that is easy to implement and flexible enough to accommodate changes. It provides ownership for all the players involved, although a fair amount of time is needed to accomplish this successfully.

- a general increase in awareness of staff in the two participating departments above and beyond that generated by the College's Multicultural Task Force.

- it provided people with a forum to discuss issues and identify further specific training needs.

- it provided an opportunity for two College departments with different functions to undertake the process and thus provide a model for other departments in the College or other community colleges.

Appendix A

Memorandum

To: Deans, Directors, Chairs

From: Barb Ward

Re: Multicultural Demonstration Project

Date:

Thank you for agreeing to meet with me to discuss the **Multicultural Demonstration Project.**

The objective of this meeting is to discuss with you the possibility of your department's participation in this project.

I am enclosing a description of the **Multicultural Demonstration Project** and a copy of the draft workplan for your information.

Looking forward to meeting with you.

Barb Ward

Appendix A. continued

George Brown College: Multicultural Demonstration Project

Over the past four years, George Brown College has been actively involved in a number of responses to its increasingly diverse multicultural/multiracial client group. These responses include tailor-made Multicultural Workplace Programs for business and industry both in the public and private sector; a community-wide educational and training needs assessment of Toronto's diverse cultural and racial groups; the establishment within the College of a Multicultural Task Force and a Race and Ethnic Relations Policy which is presently being developed.

George Brown's proposed Demonstration Project, which has the full support and approval of the President, D. Light, focuses on the need to ensure that the College's commitment to multicultural change is followed through to the stage of implementation.

Process of Demonstration Project

Two external organizational change experts and one internal staff person were hired to implement this project (See Appendix for more information). This project will involve working with two departments within the College to develop a model for multicultural change responsive to some of the expressed needs of the departments. A project of this type will enhance the capacity of the department to respond appropriately to the needs of the community through such activities as training of staff, review of policies and procedures, strategic planning and implementation of prioritized, agreed-upon suggestions and recommendations. As well, it will entail working with a small project team from the departments to assist in the process.

The projected time frame for the Demonstration Project is approximately one year, i.e., from April 1989 - April 1990. (See attached Draft of Workplan for more detailed information on the process).

Appendix A. continued

Expected Outcomes of The Proposed Demonstration Project

The outcomes expected from this Multicultural Demonstration Project include:

1. A documented model for multicultural/organizational change, specific to a College Department

2. A report on the process followed, including some of the workshop instruments used for training

3. Questionnaires and tools for assessing the representativeness and structures of each department, their communications with diverse racial and cultural communities and programmes/ methods of service

4. Documented strategies for change, including clear accountability and responsibility mechanisms

5. Increased ability of the department to respond appropriately to the needs of the community

Appendix A. continued

George Brown College

Multicultural Demonstration Project
Draft Work Plan
April 17, 1989 - April 13, 1990

Date	Activities	Responsibility
April, 1989	- orientation to project - develop criteria for identifying two departments within the College	Resource Committee
April, 1989 - April, 1990	- consult with various committees of the Multicultural Task Force to mutually reinforce the MTF's initiatives with those of the Demonstration Project	Resource Committee (ongoing process)
April, 1989 - May, 1989	- plan and coordinate a 1-day "Managing Diversity" session for Senior Managers - disseminate information about the Demonstration Project - explore Sr. managers' feelings and recommendations re. the project	Resource Committee plans Maureen Hynes organizes Dr. Frances Henry and Carol Tator facilitate the session
April, 1989 - May, 1989	- meet with Chairs of selected departments to discuss the project - explore the feasibility of having their department participate in the project	Barb Ward

Appendix A. continued

April, 1989 - May, 1989	- choose two departments (1 Academic) (1 Operational) - have an information session for the staff to: A) orientate them to the project B) establish a small project team within each department C) plan and coordinate a 1-day Intercultural/Race Relations awareness training session for the project teams	Resource Committee Resource Committee
June, 1989 - July, 1989	- develop needs assessment tools for each department - consult with project team re content, structure, implementation of needs assessment	Resource Committee Barb Ward
Aug., 1989 - Sept., 1989	- conduct needs assessment within the identified departments - analyze data from needs assessment - prepare needs assessment report - present report to Deans or Directors and Chairs of participating departments	Barb Ward
Oct., 1989 - Dec., 1989	- develop strategies for change - prioritize recommended changes for identified departments	Resource Committee and Project Team

Appendix A. continued

Jan., 1990 - March, 1990	- conduct training for members of the Project Team to assist them to implement recommendations	Resource Committee
	- implement a selected number of prioritized changes within key departments	Project Teams
April, 1990	- evaluate	Relevant Committees
	- document the entire process into a manual	Barb Ward (ongoing throughout Project)
	- present final results of the project to the President, relevant committees and Ministry of Colleges and Universities	Project Committee

Resource Committee Members:

Jo Lee - Chair of Community Outreach Department, GBC

Maureen Hynes - Multicultural Coordinator, Community Outreach Department, GBC

Irene Adler - Manager, Client Services Department, GBC

Barb Ward - Multicultural Demonstration Project Coordinator, Community Outreach Department, GBC

Dr. Frances Taylor - Consultant, Equal Opportunity Consultants

Carol Tator - Consultant, Equal Opportunity Consultants

Appendix B

Managing Diversity Workshop for Senior Managers

Rationale:

The purpose of the workshop is to provide a forum in which senior managers can analyze and develop appropriate strategies for translating the principles of a multicultural policy into the day to day programmes, practices and procedures of the College. The workshop is designed to give managers a body of concrete knowledge and practical skills related to managing diversity effectively.

Goals:

1. To analyze how diversity both positively and negatively impacts on the broader community and minority groups within it.

2. To analyze the impact of ethnocultural and racial diversity on institutions and systems within Canadian society.

3. To analyze how the College's multicultural policy impacts on its structure, programmes, services and resources.

4. To analyze how cultural and racial diversity impact on the roles and functions of administrators and managers.

Objectives:

1. To provide knowledge of the cultural and racial barriers to educational equity.

2. To assess the organizational barriers to managing diversity.

3. To develop appropriate mechanisms for dismantling the barriers.

4. To develop effective management techniques to ensure the widespread implementation of the multicultural policy.

Dr. Frances Henry and Carol Tator
Equal Opportunity Consultants

Appendix C

Needs Assessment Questionnaire
Human Resources Department

1. What is the function of your department?

2. What is the exact nature of your job?

3. To whom do you report?

4. What kinds of interactions do you have with other staff members? (e.g. work together, attend meetings together etc.)

5. How would you describe the climate of:
   (A) your department
   (B) the College as a whole?

6. What are the racial/ethnic backgrounds of the employees in your department?

7. Do you perceive any specific concerns/needs as a result of having a multicultural workforce?

8. What do you think about the Race and Ethnic Relations Policy and the issue of Employment Equity?

9. What do you see as the role of this department in implementing these policies?

10. What would be your personal role in this?

11. Do you see the Human Resources Department as taking a leadership role in the College around the issues of multiculturalism and race relations? If so, in what way?

12. Can you describe to me the nature of the recruitment process for new staff?

Appendix C. continued

13. In implementing these policies, what kinds of changes do you anticipate will happen on:
    (A) a personal level
    (B) a professional level
    (C) an organizational level?

N.B. This questionnaire was only used as a guide; not all of the questions listed above were asked of all participants.

Appendix D

Module IA. Assessing the External Environment

Learning Objectives

- To identify forces in the external environment that influence the need for policy changes
- To define the terminology used in multicultural/race relations training
- To explore the impact of culture on perceptions, values and behaviors

Workshop Agenda

1. Establishing the framework:
    a. Assessing the external environment
    b. Overview of significant changes and trends
    c. Impact of demographic, socio-economic and cultural patterns of Canadian society
    d. Exploring concepts of race and visible minority: exercise on stereotyping
2. Defining the terms: race, culture, prejudice, discrimination, assimilation, multiculturalism, racism
3. Understanding our cultural identities
4. Exploring the impact of culture on perceptions, values and behavior
5. Exploring the impact of race
    a. Identifying the evidence
    b. Discrimination in: education, employment, other institutions
6. Exploring institutional response to racial and cultural diversity. (to be continued in Module IB)

Appendix D. continued

Module IB. Assessing the Internal Environment

Learning Objectives

- To explore why multicultural policies are necessary: What barriers do policies address?
- To explore how racial and cultural differences impact on the work environment.
- To explore ways in which we can manage our own stereotypes, cultural assumptions and biases

Workshop Agenda

1. Why do we need policies on multiculturalism, race relations and employment equity?
   * review the evidence of discrimination
     - "Who Gets the Work?"
     - "No Discrimination Here"
     - Summary of other studies
2. What are the barriers to equity?
   * Cultural barriers
   * Communicational barriers
   * Organizational barriers
3. What are some of the myths that surround these issues
   * "Immigrants should wait their turn."
   * "These policies lead to reverse discrimination."
   * "We will have to hire unqualified people."
   * "Every time there is a problem, they cry racial discrimination."
4. What benefits does diversity bring to the workplace, to George Brown College?
5. What function does the Human Resource Department play in the implementation of these policies?
   * Where do we begin?

Appendix D. continued

Module II: Identifying the Multicultural Change Process

Learning Objectives

- To explore the key steps and components of multicultural change in an organization
- To explore different approaches to implementing multicultural and equity policies
- To explore both the benefits and risks involved in undertaking a multicultural change process

Workshop Agenda

1. Examine the evidence that demonstrates the need for change
2. Identify the barriers to racial and cultural equity in the organization, e.g. policies, programs, services delivery, professional and personal attitudes and behaviours
3. Examine the long term and short term goals of the organization and their relevance to the proposed policy at George Brown College
4. Identify some strategies for policy implementation e.g.
   - where are our entry points?
   - how do we set priorities?
   - what are our resources?

Appendix D. continued

Module III. Identifying Skills Specific to Departmental Functions

Learning Objectives:

- To examine the recruitment and selection processes at George Brown College
- To examine the impact of cross-cultural communication and interaction in the workplace
- To identify potential barriers in the employment process, with special focus on

  - planning to fill a vacancy
  - area of search
  - job advertisements
  - tests
  - the interview process

Workshop Agenda

1. Define the guidelines for determining bona fide staffing process .
2. Examine the recruitment and selection process for both academic and non-academic staff in the College
3. Examine screening procedures, e.g. job applications
4. Examine present job search strategies and identify ways of widening job search procedures in the future
5. Examine the impact of cultural differences on the interview process

Module IV. Action Planning Session for H.R.D. and Staff Training and Development

Goal:

To help participants to integrate and solidify the learning gained in the workshops by developing an action plan for the H.R.D.

Approach:

- To review, analyze and clarify the recommendations contained in the staff development and personnel sections of the Race and Ethnic Relations Policy and the relationship between this document and the staffing policies document.

- To assess each recommendation in the context of the capacity, resources and support for these changes within the H.R.D. and the College
  - what is presently in place (policy, procedures)?

- To identify potential barriers to the implementation of the recommendations
  - when and where to begin

- To identify roles and responsibilities - identify all the stakeholders

- To examine how the recommendations would impact on the leadership required of the H.R.D. in the following ways:

  - Staff development as it relates to multicultural and race relations issues as well as employment issues
  - Training and development as it relates to employment equity and managing diversity
  - Communication - within the College - as it relates to the above
  - Recruitment
  - Interviewing
  - Selection
  - Performance evaluation systems
  - Workforce audits

Appendix E

Needs Assessment Questionnaire - Faculty

1. What is your specific responsibility within the department?

2. What modes of teaching do you do? e.g. individual learning system, lecture etc.

3. What is the cultural/racial composition of your department?

4. What is the impact of working with faculty from different cultural/racial groups?

5. How would you describe your department in terms of being open to change?

6a. What cultural/racial groups are represented among your students in the department?

6b. What is the dominant cultural/racial group in your level? What are the secondary groups?

6c. Is this mix different according to levels?

7. Do you perceive any challenges teaching students from different cultural/racial backgrounds in the following areas:

   - written and/or oral communication
   - do you feel cultural differences influence their learning, if so, in what ways?
   - do you think that there are differences between non-Canadian born and Canadian students in terms of learning styles? If yes, could you identify some of them?

8. Should teaching methodologies be altered or modified to respond to these differences? If so, can you think of some ways this might be done?

Appendix E. continued

9. Are curriculum, tests and other materials geared to the needs of minority students?

10. Can you identify any particular difficulties in assessing and evaluating performance among students from different cultural/racial backgrounds?

11. Some faculty may feel that they are the victims of racism and discrimination. What is your reaction to this?

12. Some students may feel that they are the victims of racism and discrimination. What is your reaction to this?

13. What do you need to know about students from different cultural/racial backgrounds in order to teach them effectively?

14. What if any changes, will the College's Race and Ethnic Relations Policy require on (a) your part, (b) the part of the department?

15. What kind of information, needs and/or skills should be included in a training program for faculty?

N. B. This questionnaire was only used as a guide; not all the questions listed above were asked of all the participants.

Appendix E. continued

Questionnaire for Students

1. What subjects are you presently taking at the College?

2. Why are you taking those subjects?

3. What do you plan to do after you have completed those subjects?

4. What level are you in?

5. Is this College a good place to study for people from other countries?

6. What are some of the things you like most in your subjects?

7. What cultural groups are represented in your classes?

8. What is it like being in a classroom with students from other cultures?

9a. What difficulties, if any, do you experience in communicating with your teachers?

9b. Can you think of ways to change these?

10. How can your teachers help you to perform better?

11. Have you had any racist experiences at George Brown College with teachers, counsellors, administration or other students? If so, can you describe these experiences?

N. B. This questionnaire was only used as a guide; not all the questions listed above were asked of all the participants.

Appendix E. continued

Questionnaire for Counsellors

1. What is your specific responsibility within the department?

2. What is the cultural/racial composition of your department?

3. What is the impact of working with staff from different cultural/racial groups?

4. How would you describe your department in terms of being open to change?

5. What is the cultural/racial composition of the students you counsel?

6. Do students from different cultural/racial groups have different needs from Canadian-born students? If so, can you identify some of these differences?

7. In what ways, if any, does the interview process have to be adapted to respond to the needs of students from other cultures?

8. How might the following factors create special concerns for students?

   - race
   - culture
   - language
   - ethnicity

9. Would students discuss problems of perceived bias, prejudice and/or discrimination with you? If so, can you give some examples?

10. What channels for resolving such problems have been available to you/to the complainant?

Appendix E. continued

Questionnaire - Support Staff

1. What is the exact nature of your job?

2. Who do you interact with in the course of doing your job?

3. What kinds of interaction do you have with other staff members? (e.g. attend meetings together, socialise together etc.).

4. How would you describe the climate of a) your department, b) the College

5. What is the cultural/racial composition of your department?

6. What is the impact of working with employees from different cultural/racial groups?

7. What kinds of situations, if any, are likely to result from dealing with students from different racial/cultural groups?

8. How do you feel about the Race and Ethnic Relations policy at George Brown College?

9. How do you see the role of the department in implementing this policy?

10. What impact would this have on you on a) a personal level? b) a professional level?

11. What kind of information, needs and/or skills should be included in a training for support staff?

Appendix F

Participant Profile Sheet

Multicultural / Multiracial Training for Educators, Counsellors, and Support Staff.

As part of the Multicultural Demonstration Project, a training program will be offered to all staff in your department. To ensure that this program meets your needs and objectives please complete this questionnaire as fully as possible.

1. Name:

2. Position:

3. Language spoken:

4. Please list any Intercultural Awareness or Race Relations training programs you have attended:

_____

_____

5. What knowledge and skills would you like to gain from this program?

_____

_____

_____

_____

_____

6. What methods of learning are you most comfortable with?

( ) presentation by facilitators
( ) presentation by participants
( ) group discussion
( ) combination of lecture and experiential activities
( ) AV, videos and movies
( ) role play
( ) simulation
( ) other, (please specify _____)

Appendix G

Academic Skills Department

Workshop Agenda - Module I

Learning Objectives:

- To identify forces in the external environment that influence the need for policy changes
- To define the terminology used in multicultural/race relations training
- To explore the impact of multiculturalism and race relations on the educational system

Workshop Agenda

1. Introduction to the Workshop - Goals and Objectives Overview of all modules
2. Overview of significant changes in demographics; socio-economic - cultural patterns of Canadian Society
3. Defining the terms: race/culture, prejudice/discrimination, assimilation/multiculturalism
4. Exploring the impact of racial and cultural diversity on Canadian Society
5. Exploring the impact of multiculturalism and race relations on the educational system
6. Identifying the need for policy
   - why change?
   - what are the key issues?
7. George Brown's Race and Ethnic Relations Policy

Appendix G. continued

Academic Skills Department

Workshop Agenda - Module II

Learning Objectives:

- To identify and test new teaching strategies to more effectively meet the needs of students with diverse learning styles.
- To examine some of the cultural barriers to effective communication and interaction between teachers and students.
- To examine the impact of these differences on teaching methods and the learning process
- To develop concrete strategies for enhancing the learning environment within the classroom.

Workshop Agenda

1. Introduction to the Workshop - Goals and Objectives.
   Warm up exercise - "Identifying communication barriers."
2. "Take Two": A film exploring cross-cultural communication.
3. Identify any strategies that could be used in overcoming barriers to effective interaction. Factors influencing communication include:

   - culture shock and disorientation
   - unfamiliar social norms and conventions
   - accents and dialects
   - different attitudes towards time
   - different notions of politeness
   - status relationships
   - non-verbal communication

   Debrief strategies

4. Large group activity, "The Ideal Learner":
This exercise focuses on common cultural conventions in the teaching and learning process exploring some of the following concepts:

- initiative
- assertiveness
- educational values and goals
- motivation

5. Small group problem-solving exercise:
There is growing support for new pedagogical models which emphasize the importance of "reciprocal interaction between teacher and student and student and student." The evidence suggests dialogue and interaction enhance language development, academic achievement and self-esteem.

What specific changes could be introduced in your classroom given the constraints of the Independent Learning System?

What opportunities exist for creating a more interactive learning environment?

Debrief above exercise as a large group activity.

In preparation for Monday's workshop on curriculum and assessment, faculty are asked to bring in an example of either learning materials or tests which believe might contain cultural bias.

Appendix G. continued

Workshop Agenda - Module III

Learning Objectives

- To identify new approaches to curriculum development and assessment.
- To explore the origins and manifestations of bias in the curriculum.
- To examine the ways in which the present testing procedures disadvantage some minority students.
- To identify strategies for making the curriculum more inclusive and assessment more equitable.

Workshop Agenda

1. Review of the major issues identified in Module II (what influences learning styles?)
2. What is bias in the curriculum?
   Does it matter?
   Examine case study, using examples of classics such as Huckleberry Finn and The Merchant of Venice.
3. Group exercise:
   Participants working in small groups examine examples of bias in curriculum materials and consider alternative approaches.
4. Presentation and Discussion on Assessment
5. Group exercise:
   Participants to create a set of testing guidelines.
6. Identifying the next steps.

Appendix G. continued

Intercultural/Race Relations Workshop

Support Staff

Learning Objectives

- To define intercultural communication
- To identify the components of culture and examine how cultural deferences may cause miscommunication
- To identify some strategies for communicating with second language speakers
- To identify participants' rights and responsibilities under the Ontario Human Rights Code
- To examine the effects of prejudice, stereotyping and discrimination
- To familiarise participants with the procedure for dealing with racial incidents at George Brown College

Workshop Agenda

1. Welcome, introductions, objectives of the program

2. Intercultural Communication:
   - definition of intercultural communication - symbols

3. Culture and its impact on behaviour at the workplace:
   - components of culture and possible misunderstandings that can result;
   - video: "Amina's Story";
   - critical incidents;
   - Encounter Game or Emigration Fantasy.

Appendix G. continued

4. Strategies for communicating with students who speak little English
   - reasons why instructions break down
   - analysis of more effective strategies for communicating instructions

5. Ontario Human Rights Code
   - rights and responsibilities

6. The roots and effects of prejudice, stereotyping, discrimination
   - Video "A Class Divided"
   - define terms
   - explore effects of prejudice and discrimination on students
   - critical incident

7. George Brown's Policy with regard to racial incidents

8. Warp-up and evaluation

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